



ANCILLARY FUNCTIONS OF ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

The study investigated the ancillary functions of elementary teachers in North District, Division of Tangub City during the school year 2017-2018. The research subjects were the elementary school teachers of North District, Division of Tangub City. This study utilized the qualitative research design to analyze the data that were gathered later. The research instrument used in this study was the interview guide. The study found that in assigning ancillary functions to elementary school teachers, the administrators considered the knowledge, skills, attitude, and dedication of the teachers. Teachers with ancillary functions find it difficult to manage their time. They were assigned to perform different tasks aside from teaching inside the classroom. In doing their ancillary functions, they would need extra time especially if the task is time-consuming. Some of the ancillary functions like Reading Teacher, Guidance Teacher, Learning Resource Manager, Journalism Adviser, School Librarian, School Nurse, Sports Coordinator, and Teacher Property Custodian should be performed by teachers since all their ancillary functions are about the learners. The other ancillary function can be performed by other personnel from the school who has knowledge of ICT especially the School ICT Coordinator.

Keywords: *Ancillary Functions, Teacher's Ancillary Functions*

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INTRODUCTION

Teachers play a vital function in the educational system. They are at the forefront in the field and the leaders who interact not only with the pupils but also with parents and the community as well.

In this modern society, teachers must respond to the needs of learners. Because of this, teachers are expected to perform their roles and functions to respond the changes happening in modern times.

The functions of a teacher are more than just planning and executing the lessons. They also functioned as ICT Teacher, LR Manager, Guidance Teacher, Property Custodian, Teacher Librarian and Reading Teacher. These functions are played not only in the four walls of the classroom but also in the multifaceted world of their teaching profession

Havighurst (2016) stressed that the teachers fill a complex set of functions which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community.

But, the educational system in our country is facing many controversies such as high dropout rates, high number of repeaters, low passing grades, and sometimes low teacher performance which resulted to poor progression of Filipino pupils.

The purpose of education is to prepare children to succeed in life, but they are failing miserably. Their future and ultimately the country's future, depends heavily on how well the teachers assume their responsibilities. The role of teachers, therefore is held paramount as seen in this study. The globalization process and the social changes associated with necessitated the introduction of permanent changes and reforms in the educational system (Valdez, 2014).

The question is, "Does the education system in our country really meet this goal if teachers already are performing different functions in their respective stations? This question triggered the heart of the researcher to pursue this study.

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In the Division of Tangub City, specifically in the North District, almost all elementary teachers are handling ancillary functions. With this, the researcher wanted to investigate what considerations do administrators made in assigning these ancillary functions to elementary teachers.

Research Design

This study will use the descriptive design with a qualitative approach to classify the data that was gathered and serve as the basis for the study.

Fraenkel (2003) stated that qualitative research investigates the quality of relationships, activities, situations, or materials. Qualitative data are collected in the form of words or pictures rather than numbers. This kind of data collected in qualitative research includes interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbooks passages, and anything else that can convey the actual words or actions of people.

Research Environment

The research environment will be conducted in the North District of the Division of Tangub City. The district is comprised of one central school, the Sta. Maria Central School which is ran by the coordinating principal of the district, one integrated school, the Maloro Integrated School ran by a school principal and twelve barangay elementary schools, as follows: Isidro D. Tan ES, Silanga ES, Capalaran ES, which are ran by school principals and Banglay ES, Manga ES, Villaba ES, Minsubong ES, Salimpuno ES, Hoyohoy ES, and Tituron ES are ran by school heads and the two primary schools: the Capalaran PS and Bitoon PS are ran by teachers- incharge.

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Summary of Findings

The following are the findings of this study on the implications of ancillary functions of elementary school teachers presented in the order of the research problems.

1. What do administrators consider in assigning ancillary functions to elementary school teachers?

In assigning ancillary functions to elementary school teachers, administrators consider the knowledge, skills, attitude, and dedication of the teachers. The study found out that the administrators considered these factors so that the tasks can be handled properly. Attitude towards work, sense of positivity, and willingness to perform the task were also taken into consideration.

2. What are the ancillary functions given to elementary school teachers?

The following ancillary functions were commonly assigned to elementary school teachers, namely: being Information and Communication Technology Teacher, Learning Resource Manager, Guidance Teacher, Property Custodian, Reading Teacher, Teacher Librarian, Journalism Adviser, and Feeding Teacher. They handled these functions the whole-year round.

3. What are the challenges met by elementary school teachers in fulfilling their ancillary functions?

In fulfilling their ancillary functions, the elementary school teachers met many challenges. These challenges became a hindrance in fulfilling their task effectively, namely: time management, lack of training, lack of teachers' cooperation, lack of support from the school head, and lack of Internet connectivity.

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4. Based on the findings, what implications are relevant to teachers' assignments?

Based on the findings, the implications to academic performance are as follows:

The fact that elementary school teachers are assigned ancillary functions implies that in elementary schools, there are more and more expectations from the DepEd for schools to do as delivering institutions of quality education. These expectations included organizing learning resource centers, having a Guidance Centre, being able to integrate ICT to classroom engagement as well as using the Internet to submit reports, participating in schools press conferences, and all the academic quiz bees, conducting feeding programs, monitoring the reading skills of learners, having a clinic, having a library hub, to keep all property safe in both financial and physical properties, to participate in the *Palaro* at different levels, to maintain a kitchen or home economics room for school programs, and participate in scouting camporettes. All these are in the midst of lack of personnel to handle these functions. The situation affects heavily the small schools, where the elementary teachers do all these things on top of their requirement to follow the school program and their program of work.

Teachers of the 21st century must then be prepared and equipped with the knowledge and skills to meet the challenges required by the education system. The recent educational system will be effective if teachers will be equipped with modern technologies that could help in performing their tasks.

Administrators then need to prioritize which school programs they have to participate and prepare their teachers by streamlining their tasks such that similar ancillary functions be classified and given to teachers who have the highest potential to deliver.

Teachers must encourage the schools to offer seminars or programs that respond to teachers' needs. Do collaboratively with peer teachers to enhance learning. Teachers should find the initiative to improve their ways and enhance their performance. They must handle their time properly to balance their work and perform their functions effectively. Teachers must adapt the technological advancement in education to maximize learning.

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CONCLUSION

Based on the findings, the researcher concluded:

In assigning ancillary functions to elementary school teachers, the administrators consider the knowledge, skills, attitude, and dedication of the teachers. These should be maintained in order to perform the tasks effectively.

Teachers with ancillary functions find hard time to manage their time. They were assigned to perform different tasks aside from teaching inside the classroom. In doing their ancillary function/s, they would need extra time especially if the task is time-consuming.

Some of the ancillary functions like Reading Teacher, Guidance Teacher, Learning Resource Manager, Journalism Adviser, School Librarian, School Nurse, Sports Coordinator, and Teacher Property Custodian should be performed by teachers since all their ancillary functions are about the learners. The other ancillary function can be performed by other personnel from the school who has knowledge in ICT, especially the ICT Teacher. These ancillary functions can be performed by other personnel from the school who has knowledge in ICT.

Teachers who have ancillary functions found it hard to manage their time properly. Their real function as classroom teachers usually got sacrificed especially if they need to attend to their ancillary function immediately instead of teaching their lesson for the day.

Recommendations

Based on the findings, the researcher endorses the following recommendations:

The elementary school teachers who have ancillary functions revealed that they found it hard to perform the other ancillary functions because of the time constraint. This implied that elementary school teachers who have ancillary functions must be deloaded with subjects they handled. In that way, they can do their tasks easily and effectively.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>

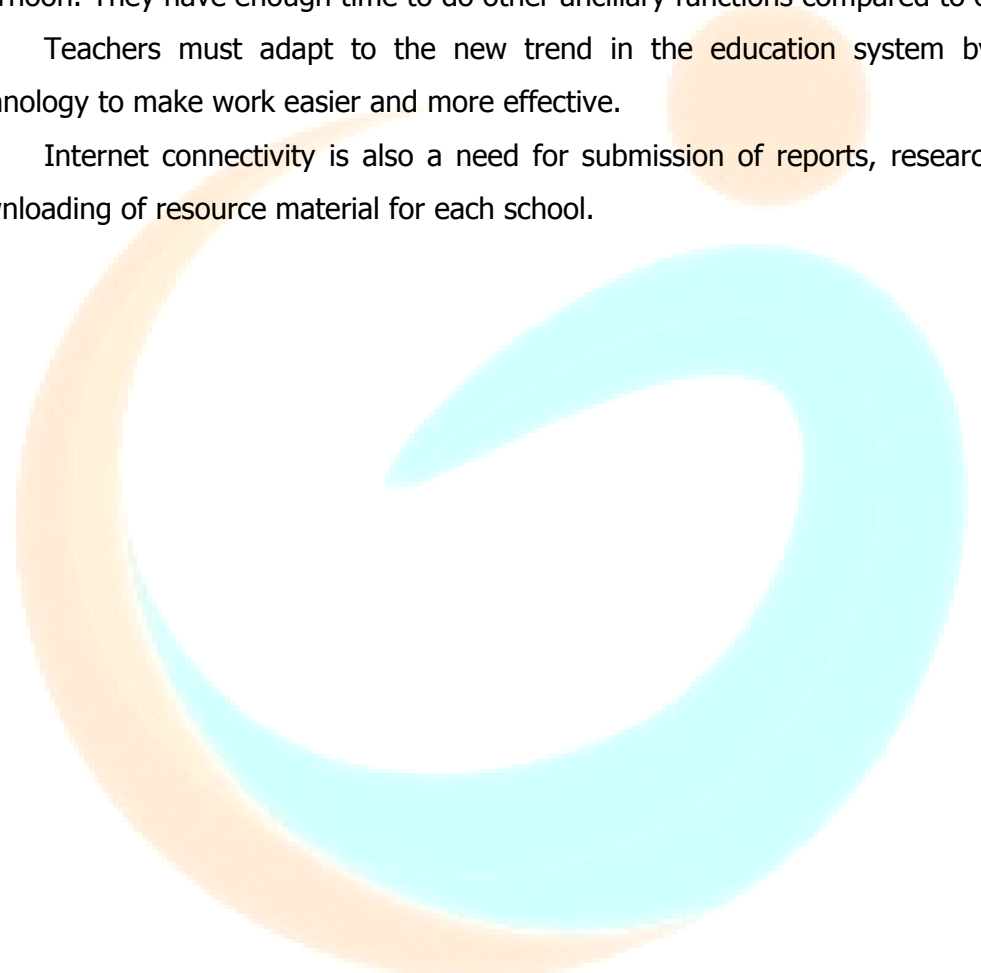


In case teachers cannot be deloaded, schools must have an extra teacher or additional personnel who will do the ancillary functions. The extra personnel must be an expert in the computer so he/ she can handle the task properly.

Kinder teachers must be given ancillary functions more than the other teachers. Kinder teachers are having their classes from 8:30 up to 10:30 in the morning and 1:30 up to 3:00 in the afternoon. They have enough time to do other ancillary functions compared to other teachers.

Teachers must adapt to the new trend in the education system by using modern technology to make work easier and more effective.

Internet connectivity is also a need for submission of reports, researching lessons, or downloading of resource material for each school.



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